

WE BELIEVE IN THE POWER OF



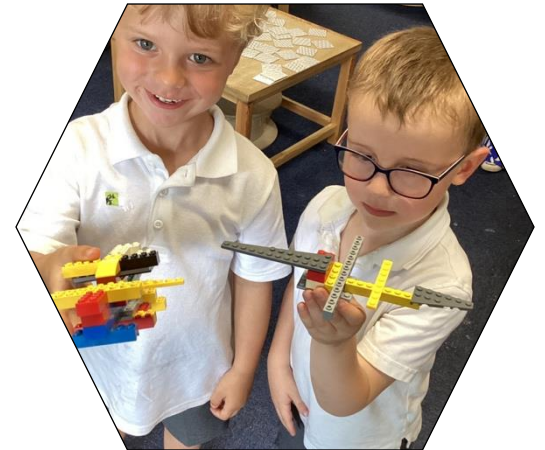
Monday 18th November



“Early back and forth conversations that we have - even before our children can say their first words - are critical for learning” *Hirsh Pasek 2023*



What is the difference between speech, language and communication?



Speech is saying sounds accurately and in the right place in words.

Language is understanding and making sense of what people say.

Communication is the process of transferring messages to one another - how we interact with each other.





Try playing this game at home...

- Is it bigger than a chicken? – only using words – closed questions with a yes/no answer.





Why is speech, communication and language important?





'Language is the most powerful tool in the development of any human being. It is undeniably the greatest asset we possess. As a good grasp of language is synonymous with a sound ability to think. In other words, language and thought are inseparable.'

Vygotsky 1986



What do the statistics tell us...



- 1.5 million pupils have SEND in England
- Of these 25% have speech, language and communication needs
- Two thirds of 7 -14 year olds with serious behaviour problems have language impairment.
- Nearly a quarter of children who struggle with language at age 5 do not reach the expected standard in English by the end of primary school.
- At least 60% of young people in young offender institutions have communication difficulties.
- Those with a history of early language impairment are at higher risk of mental health problems e.g. 2.7 times more likely to have a social phobia by age 19.



The good news!

- When language difficulties are resolved by the age of 5 and a half, children are more likely to go on to develop good reading and spelling skills.
- This good performance continues throughout their school careers, and they pass as many exams on leaving school as children without a history of speech, language and communication difficulties.

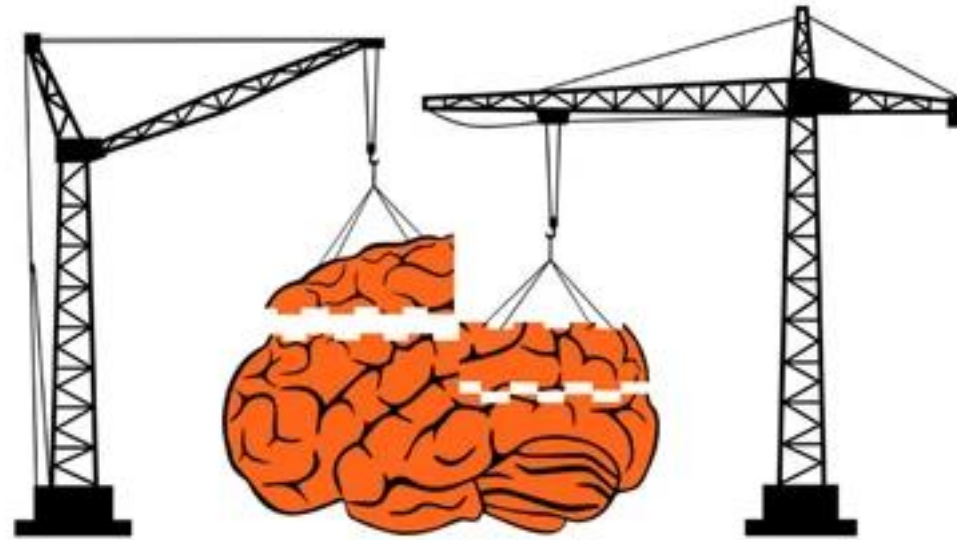
How does Speech and Language Develop?



- The first 3 years of life is the most intensive period for acquiring speech and language skills.
- Children's speech develops from babble, to words, to simple sentences through hundreds of hours of interactions with adults.
- by age 1, children recognise about 50 words
- by age 3, children recognise about 1,000 words
- by age 5, children recognise about 10,000 words
- Having a large vocabulary helps children learn more. Words allow them to make sense of the world around them.



Brains are built not born...



Nurturing, responsive interactions are vital
for healthy neural development.



The new EYFS Curriculum



- *Improve and support language development especially for children from disadvantaged backgrounds*

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.



Making
Conversation

By the end of the EYFS

Children will become confident communicators who can share their ideas, thoughts, and opinions. They will listen in different situations and hold conversations with friends and adults. Children will be able to negotiate, to resolve problems and talk about their feelings. They will be able to ask brilliant questions and use their newly learnt vocabulary to explain ideas and feelings.



So, what can we
do?



Top Tips...



- Be a good role model
- Make and maintain eye contact
- Listen carefully and scaffold language responsively, expanding and extending on what the child says.
- Describe and comment on what you're doing (metacognition)
- Model talking about what the child sees and does - comment more, question less.
- Prioritise reading stories and song time
- Engage in pretend play, talk about past and future events, offer explanations and more.
- Value talk and make time for it!
- Wait! This is a golden rule: always give children time to listen, process and respond.

Help your child feel less pressure to communicate



~do less~

**ASKING
QUESTIONS**

"What do you see?"

"What is that?"

"Is the ice cream good?"

~and more~

**MAKING
COMMENTS**

"Look at the fluffy dog!"

"I see a big truck!"

"Yummy ice cream!"

Some really useful websites...



<https://www.bbc.co.uk/tiny-happy-people>



Instagram - tiny.talkers



By giving our students practice in talking with others, we give them frames for thinking on their own.

Lev S. Vygotsky

